

Entry 2 and Entry 3 Programme of study

Introduction to whole numbers

Assessment Criteria	Assessment Criteria
AC1 .1 Identify HTU place value.	AC1.1 Identify ThHTU place value.
AC1.2 Order whole numbers (for numbers up to 1,000).	AC1 .2 Order whole numbers (for numbers up to 10,000).
AC2.1 Match whole numbers written in words with the numbers written in digit form (for numbers up to 1,000).	AC2.1 Match whole numbers written in words with the numbers written in digit form (for numbers up to 10,000).
AC2.2 Change whole numbers written in words into digit form (for numbers up to 1,000).	AC2.2 Change whole numbers written in words into digit form (for numbers up to 10,000).
AC2.3 Change whole numbers written in digit form into words (for numbers up to 1,000).	AC2.3 Change whole numbers written in digit form into words (for numbers up to 10,000).
AC3.1 Count up and back in 2s, 5s and 10s.	AC3.1 Count up and back in 2s, 5s and 10s.
	AC3.2 Count up to and back from 1,000 in 100s.

Working with whole numbers

Assessment Criteria	Assessment Criteria
AC1 .1 Approximate whole numbers (up to 1,000) to the nearest 10 and 100.	AC1 .1 Approximate whole numbers (up to 10,000) to the nearest 10,100 or 1,000.
AC2.1 Add two-digit whole numbers in real life situations.	AC2.1 Add three-digit whole numbers in real life situations.
AC2.2 Subtract two-digit whole numbers in real life situations.	AC2.2 Subtract three-digit whole numbers in real life situations.

AC2.3 Multiply two single digit numbers in real life situations.	AC2.3 Multiply two-digit and three-digit numbers by a single digit number in real life situations
AC2.4 Divide two-digit numbers by a single digit number in real life situations (that do not involve remainders).	AC2.4 Divide two-digit numbers and three-digit numbers by a single digit number in real life situations.
	AC2.5 Deal with any remainder correctly when solving a problem in a real life situation.

Working with fractions

Assessment Criteria	Assessment Criteria
AC1.1 Record unit fractions as one part of the whole (The denominators of the fractions will be restricted to 2, 3, 4 and 8).	AC1.1 Record unit fractions as one part of the whole.
AC1.2 Record non-unit fractions as several equal parts of a whole. (The denominators of the fractions will be restricted to 3, 4 and 8).	AC1.2 Record non-unit fractions as several equal parts of a whole.
AC2 .1 Identify equivalent fractions for a half.	AC2 .1 Identify equivalent fractions for: <ul style="list-style-type: none"> • half • quarter • third
AC2.2 Identify equivalent fractions for a whole. (The denominators of the fractions will be restricted to 2, 3, 4 and 8).	AC2.2 Identify equivalent fractions for a whole.
AC3.1 Calculate $\frac{1}{2}$ and $\frac{1}{4}$ of quantities in practical situations.	AC3.1 Calculate simple fractions of quantities in practical situations. (The denominators of the fractions will be restricted to 2, 3, 4, 5 and 10)

Using money

Assessment Criteria	Assessment Criteria
AC1.1 Identify different sums of money using coins and notes.	AC1.1 Identify different sums of money using coins and notes.
AC2 .1 Calculate the total cost of different items.	AC2 .1 Calculate the total cost of different items.
AC3.1 Calculate change due after paying for a single item.	AC2.2 Check calculations for accuracy.
AC3.2 Calculate change due when paying for more than one item.	AC3.1 Calculate change due after paying for a single item.
	AC3.2 Calculate change due when paying for more than one item.

Working with 2D and 3D shapes

Assessment Criteria	Assessment Criteria
AC1.1 Identify 2D shapes: <ul style="list-style-type: none"> • square • rectangle • circle • triangle • regular or irregular pentagon • regular or irregular hexagon • regular or irregular octagon 	AC1.1 Identify 2D shapes: <ul style="list-style-type: none"> • square • rectangle • circle • triangle • regular or irregular pentagon • regular or irregular hexagon • regular or irregular octagon

<p>AC1.2 Identify 3D shapes:</p> <ul style="list-style-type: none"> • cube • cuboid • cylinder • sphere • triangular prism • pyramid 	<p>AC 1.2 Identify 3D shapes:</p> <ul style="list-style-type: none"> • cube • cuboid • cylinder • sphere • triangular prism • triangular based pyramid (tetrahedron) • square based pyramid
<p>AC2.1 Use appropriate words to compare 2D and 3D shapes, such as:</p> <ul style="list-style-type: none"> • straight • flat • curved • round • taller • longer • shorter • solid 	<p>AC 2.1 Identify lines of reflective symmetry in shapes.</p>
<p>AC3.1 Describe the properties of common 2D shapes:</p> <ul style="list-style-type: none"> • number of sides • number of corners <p>number of right angles</p>	<p>AC 2.2 Complete simple shapes, so that they have one line of symmetry.</p>
<p>AC3.2 Describe the properties of common 3D shapes:</p> <ul style="list-style-type: none"> • number of edges • number of corners • number of faces • shape of faces 	<p>AC2.3 Draw the reflection of simple shapes given one line of symmetry.</p>

<p>AC3.1 Describe the properties of common 2D shapes:</p> <ul style="list-style-type: none"> • number of sides • number of corners <p>number of right angles</p>	<p>AC3.1 Use appropriate words to compare 2D and 3D shapes such as:</p> <ul style="list-style-type: none"> • straight • flat • curved • round • taller • longer • shorter • solid
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Assessment Criteria
<p>AC4.1 Describe the properties of common 2D shapes:</p> <ul style="list-style-type: none"> • number of sides • number of corners • number of right angles
<p>AC4.2 Describe the properties of common 3D shapes:</p> <ul style="list-style-type: none"> • number of edges • number of corners • number of faces • shape of faces
<p>AC5.1 Identify 3D shapes from their 2D representation.</p>
<p>AC 5.2 Find lines of symmetry of simple 2D shapes:</p> <ul style="list-style-type: none"> • square • rectangle • equilateral triangle • regular pentagon • regular hexagon

Working with measures

Assessment Criteria	Assessment Criteria
<p>AC1.1 Identify appropriate units for measurements of</p> <ul style="list-style-type: none"> • length/height • weight 	<p>AC1.1 Identify appropriate units for measurements of</p> <ul style="list-style-type: none"> • length/height • weight • capacity
<p>AC2.1 Estimate length/height using standard metric units of measure in everyday situations.</p>	<p>AC2.1 Estimate length/height using standard metric units of measure in everyday situations.</p>
<p>AC2.2 Estimate weight using standard metric units of measure in everyday situations.</p>	<p>AC2.2 Estimate weight using standard metric units of measure in everyday situations.</p>
<p>AC3.1 Use an appropriate measuring instrument to measure:</p> <ul style="list-style-type: none"> • length/height • weight 	<p>AC2.3 Estimate capacity using standard metric units of measure in everyday situations.</p>
<p>AC3.2 Read simple scales to the nearest labelled division.</p>	<p>AC3.1 Use appropriate measuring instruments to measure:</p> <ul style="list-style-type: none"> • length/height • weight • capacity
	<p>AC3.2 Read scales to the nearest labelled division.</p>
	<p>AC4.1 Compare estimated and actual measurements.</p>

Working with angles and position

Assessment Criteria	Assessment Criteria
AC1.1 Use words to describe position	AC1.1 Use words to describe position.
AC2.1 Identify right angles and acute angles on everyday items.	AC2.1 Identify right angles, acute angles and obtuse angles on everyday items.
AC3 .1 Give instructions for movement along a route using: <ul style="list-style-type: none">• clockwise/anticlockwise turns• right/left turns• right-angles	AC3 .1 Give instructions for movement along a route using: <ul style="list-style-type: none">• clockwise/anticlockwise turns• right/left turns• right-angles
AC3.2 Follow instructions for movement along a route using: <ul style="list-style-type: none">• clockwise/anticlockwise turns• right/left turns• right-angles	AC3.2 Follow instructions for movement along a route using: <ul style="list-style-type: none">• clockwise/anticlockwise turns• right/left turns• right-angles
AC3.3 Use the 4 points (N, E, S and W) of the compass to show direction.	AC3.3 Use the 8 points of the compass to show direction

Data handling

Assessment Criteria	Assessment Criteria
AC1.1 Identify appropriate categories for collections of data.	AC1.1 Identify appropriate categories for collections of data.
AC1.2 Collect numerical data (at least 10 responses) using a suitable method.	AC1.2 Collect numerical data (at least 20 responses) using a suitable method.
AC2.1 Display data in appropriate ways.	AC2.1 Display data with appropriate labelling.
AC3.1 Make observations by reviewing information from: <ul style="list-style-type: none">• simple lists• simple tables• simple charts	AC3.1 Make observations by reviewing information from: <ul style="list-style-type: none">• lists• tables• simple charts• pictograms
	AC3.2 Make comparisons by reviewing information from: <ul style="list-style-type: none">• lists• tables• simple charts• pictograms